DEPARTMENT OF EDUCATION

SCHOOL SERVICES DIVISION

GUIDANCE POLICY

D R A F T

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GUIDANCE POLICY

Executive Summary

1. Overview

The document provides:

. a model which will serve as a guideline for school districts to develop and deliver relevant guidance programs for K-12 addressing local needs.

. a clearly set policy statement.

. a specific set of seven guidance aims

. guidelines for identifying program objectives, strategies and resources.

. role descriptions for various members of the guidance team.

. suggested procedures for organizing and evaluating a school/district guidance program.

2. Rationale

The guidance policy is based on the Aims of Public Education and a rationale statement which focuses on developmental needs of children and life in today's complex society.

3. Policy Statements

Each school district should develop policy guidelines and procedural statements that reflect provincial aims and guidelines and address local needs.

Each school should develop and have on file a written guidance program consistent with the model for guidance services endorsed by the Department of Education and presented in this document.

4. The Aims of Guidance

A school guidance program shall assist students in achieving optimal development in their personal, social, educational and vocational lives and in developing the knowledge and skills necessary to maintain lifelong adjustment especially in response to continuing environmental change.

Those involved with the school guidance program shall:

- Foster the development of self-understanding and sense of self-worth.
- Assist students in understanding and relating effectively to and with others.
- Encourage the development of problem solving skills that can be applied in personal/social, educational and occupational areas of life.
- Provide students with knowledge and understanding of educational and occupational alternatives.

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- Promote an understanding of the impact of rapid changes in society and the need for development of effective life management skills.
- Respond to students' need for counselling/assistance with problems which may hinder educational progress, career development, personal/social growth.
- Provide consultative support and liaison services to other members of the guidance team; e.g., parents, teachers, counsellors, and school administrators so as to assist students in their development in the above areas.

5. Basic Premises

This policy document has been developed based on the following premises:

- Guidance is an integral part of the education process and should not be perceived as an "add on" service.
- A guidance program involves: rationale; aims; program development; program organization and delivery; evaluation.
- The organizational model for guidance programming must be flexible, needs based and adaptable to the specific school setting.
- The development and delivery of a guidance program is a team effort including counsellors, teachers, administrators, parents and students.
- Time must be allocated to the guidance team for planning and designing the program.
- Guidance programs should be available to all students and emphasize developmental and preventative programs, as well as, crisis intervention.
- To develop a comprehensive guidance program, a school will need the expertise of a qualified counsellor.

6. Program Development

In the development of a guidance program, the policy document strongly recommends that schools recognize the importance of the following:

(a) assessment of school needs

(b) assessment of available resources

(c) programming that is needs based

(d) program differences at the primary, elementary, junior high and senior high levels

(e) sex equity

(f) needs of exceptional students

(g) cross-cultural counselling.

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7. Role Descriptions

The document outlines the role descriptions of those with responsibilities for guidance, including:

- The Department of Education
- The School Board
- The Superintendent
- District Coordinator of Guidance
- The Principal
- The Counsellor
- The Teacher
- The Student
- The Parents
- The Community
- The Guidance Advisory Committee

8. Program Evaluation

The guidance policy provides samples of informal and formal evaluation methods which may be used to determine the success of the guidance program in achieving the objectives set by the Department, the school district and the school.

GUIDANCE POLICY

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It should be noted that the position given for each member is that held by him or her at the time of participation on the committee.

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INTRODUCTION

Guidance is an integral part of the education process. It is a comprehensive and developmental program of services designed to assist students in developing a positive self-concept, effective relationships with others, problem-solving skills necessary to function effectively in society and an understanding of current and potential educational and career alternatives.

For a guidance program to be effective, a cooperative approach is needed. All school staff have responsibility for the educational, personal and social development of students and the delivery of a guidance program is a team effort involving counsellors, teachers, administrators, students and parents.

The purpose of this document is to:

- State the policy of the Department of Education with regard to guidance programming.
- State rationale, aims and potential components of a guidance program.
- Provide a general model to serve as a guideline for school districts to develop and deliver relevant guidance programs addressing local needs.
- Provide guidelines for identifying program objectives, strategies, and resources.
- Provide guidelines for roles and responsibilities of various members of the guidance team.
- Provide suggested procedures for organizing and evaluating a school/district guidance program.

GLOSSARY OF TERMS

Career is the totality of work a person does in his or her lifetime. This includes other life roles such as those related to family, community, leisure and retirement.

Career Education includes all the planned activities and experiences within the school program that are designed to increase knowledge of self, occupations, educational alternatives, training paths, life styles, job search skills and problem solving strategies.

Counselling is a process intended to help persons acquire or alter personal-social skills, improve adaptability to changing life demands, enhance environmental coping skills and develop a variety of problem-solving and decision-making capabilities.

In delivering counselling services, the counsellor focuses on the development of the individual especially in the emotional, intellectual, and social areas.

Guidance is an integral part of the education process. It is a comprehensive and developmental program of services designed to assist all students in developing positive self-concepts, effective relationships with others, problem solving skills necessary to function effectively in society, and an understanding of current and potential educational and career alternatives available to them.

Guidance Counsellor is an individual who has received appropriate graduate level training in guidance from a recognized institution and is assigned guidance responsibilities in a school setting.

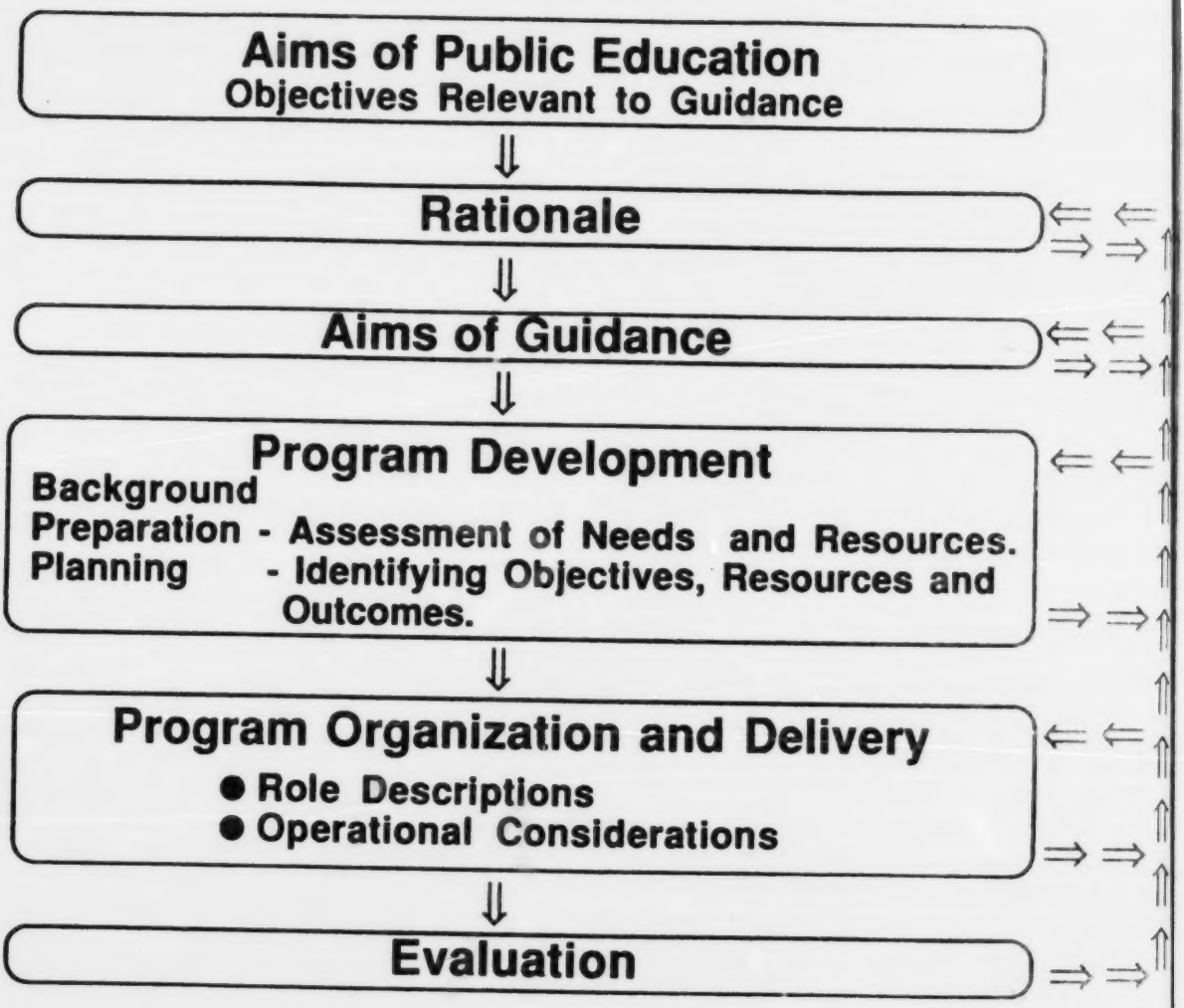
Guidance Team refers to all personnel involved in the planning, organizing, delivery and evaluation of a school guidance program. This includes counsellors, teachers, administrators, students and parents.

Guidance Advisory Committee may be established by the principal to coordinate the efforts of the guidance team. This committee under the leadership of the principal may include: the school counsellor, teachers, students, parent group and community representatives.

Job Shadowing is a technique used in career exploration where a student will "shadow" a worker for a day to gain an understanding of the work involved in an occupational field.

Peer-Counselling is a strategy using trained and supervised students to listen to others students and offer them support.

General Model for Guidance Services



RATIONALE FOR GUIDANCE

The rationale for guidance programming is based on the Aims of Public Education for Newfoundland and Labrador (Appendix A). The following general objectives are derived from this philosophy and can be addressed and developed by guidance programs:

- To help pupils to develop moral values which will serve as a guide to living.
- To help pupils to mature mentally.
- To help pupils to mature emotionally.
- To help pupils appreciate their privileges and responsibilities as members of their families and the wider community and so live in harmony with others.
- To give pupils guidance in the choice of a career and to provide opportunities to begin preparation for occupational life.
- To encourage pupils to strive for high standards in their work and to develop an appreciation and respect for the work of others.
- To seek out and develop pupils' special talents and potentialities and to assist them in developing their strengths and in overcoming or adjusting to disabilities and weaknesses.
- To provide opportunities for the development of pupils' abilities to think critically.
- To help pupils make the best use of their leisure time.

A guidance program focuses on the developmental needs of children. These needs are influenced by a number of factors, including the very nature of the maturing human being and the demands of today's complex society. Individual students progress through various developmental levels, and the guidance program must be consistent with their developmental characteristics and needs at each of the school levels--Primary, Elementary, Junior High and Senior High. Students' needs with regard to guidance are further influenced by the societal context, and today's complex society highlights the need for comprehensive and effective guidance programs. Guidance and career development programs must take into consideration the major trends in the Canadian economy, technology, business, family, and education which are bound to impact the lives of our students now and in

the future. Trends that will influence a guidance program include:

Societal Trends

- chronic unemployment
- effects of economic and technological changes
- impact of the Information Age
- changing role of men and women in society
- increased emphasis on maintaining health and fitness
- changing lifestyles
- individual rights based on the Canadian Charter of Rights and Freedoms.

Familial Trends

- changes in family patterns
- use and abuse of drugs and alcohol
- continuing shift in population from rural to urban areas
- changing values and morality

Educational Trends

- increased focus on the team approach to education
- declining enrollment
- changing role of special education and the counselling and programming needs of exceptional students
- continuing review and revision of school curriculum and organization
- changing perception of the importance of education
- impact of research pertinent to the education process
- use of new technologies as teaching tools or strategies

More and more schools are experiencing the impact of these factors and will need to assist students in developing effective life management skills. Changes in technology, traditional work roles and expectations regarding work have identified the need for schools to provide more effective programs for the transition from school to work, as well as, adequate career education, information and counselling.

In summary, a guidance program addresses the developmental needs of children in the psycho-social/emotional/educational/career development areas. The nature of the program will be dynamic and changing as it responds to the needs of students and changes in the societal context of Newfoundland and Labrador.

THE AIMS OF GUIDANCE

A school guidance program shall assist students in achieving optimal development in their personal, social, educational and vocational lives and in developing the knowledge and skills necessary to maintain lifelong adjustment especially in response to continuing environmental change.

Those involved with the school guidance program shall:

1. Foster the development of self-understanding and sense of self-worth.

2. Assist students in understanding and relating effectively to and with others.

3. Encourage the development of problem solving skills that can be applied in personal/social, educational and occupational areas of life.

4. Provide students with knowledge and understanding of educational and occupational alternatives.

5. Promote an understanding of the impact of rapid changes in society and the need for development of effective life management skills.

6. Respond to students' need for counselling/ assistance with problems which may hinder educational progress, career development, personal/social growth.

7. Provide consultative support and liaison services to other members of the guidance team, e.g., parents, teachers, counsellors, and school administrators so as to assist students in their development in the above areas.

These aims can only be achieved when it is understood that all school staff have responsibility for the educational, personal and social development of students and that the delivery of guidance and counselling services is a team effort involving counsellors, teachers, administrators, students and parents.

Premises

This guidance policy document has been developed based on the following premises:

- Guidance is an integral part of the education process and should not be perceived as an "add on" service.

- Each school district should develop policy guidelines and procedural statements that reflect provincial aims and guidelines and address local needs.

- Each school should develop and have on file a written guidance program consistent with this document.

- A guidance program involves: rationale; aims; program development; program organization and delivery; evaluation.

- The organizational model for guidance programming must be flexible, needs based and adaptable to the specific school setting.

- The development and delivery of a guidance program is a team effort including counsellors, teachers, administrators, parents and students.

- Time must be allocated to the guidance team for planning and designing the program.

- Guidance programs should be available to <u>all</u> students and emphasize developmental and preventative programs, as well as, crisis intervention.

- To develop a comprehensive guidance program, a school will need the expertise of a qualified counsellor.

PROGRAM DEVELOPMENT

(a) BACKGROUND

Responsibilities for Program Development

The model for the development of a guidance program endorsed by the Department of Education is one that is based on school district and school specific needs. Therefore, the responsibilities for the development, implementation, and evaluation of the guidance program at the school level rests with local school boards. To meet this responsibility, local school boards shall develop policy, guidelines and procedural statements that reflect provincial aims and guidelines and address local needs. This model accommodates the reality of differing needs, resources and personnel in the urban and rural, large and small school districts and schools. The Department will maintain responsibility for the development of the guidance curriculum, but the nature of the remaining program components will be determined by each school district and school.

At the school level, the principal has the responsibility to ensure that guidance is an integral part of the school program, reflecting provincial and school board aims, policies and guidelines as well as the needs of the school and community. Further, the principal will encourage the development of a cooperative team approach to guidance, involving the school counsellor, teachers, students and parents. The principal is the acknowledged team leader, but for reasons of expertise, may delegate leadership to other members of the guidance team. In schools which have the services of a qualified counsellor, it is recommended that the principal delegate responsibility for the coordination of the entire guidance program to the counsellor. The counsellor would then have major responsibilities in assessing needs, developing objectives and strategies, coordinating program delivery and evaluating services, with the extent of these responsibilities being dependent upon the amount of time the counsellor is available to the school. In schools where a qualified counsellor is not available, the principal, together with the guidance team, will provide guidance services commensurate with the resources available. For further details on specific role descriptions of the various members of the guidance team, see pages 25-32.

Potential Components of a Guidance Program

While it is true that guidance programs will vary from school to school depending on resources, needs of students and staff, and availability of a school counsellor, there will be components which are common to all. What follows is a general outline of the potential components for guidance programs in the elementary,

junior and senior high level, and should provide a guide for designing a school program.

1. **Counselling** may be done on a group or an individual basis, in any of the following areas:

   a) Personal/social
   b) Familial
   c) Educational
   d) Career/occupational
   e) Values and ethics
   f) Behavioral/attitudinal
   g) Placement and registration
   h) Development concerns
   i) Decision-making
   j) Nutrition/Wellness
   k) Leisure

2. **Guidance** may be done on a group or an individual basis, in any of the following areas:

   a) Orientation
   b) In-service programs
   c) Career education and planning
   d) Behavioral/attitudinal development
   e) Moral/ethical development
   f) Guidance or Career's Class
   g) Field trips and Career Days
   h) Sponsoring clubs and other extra-curricular functions
   i) Registration
   j) Post-secondary alternatives
   k) Credit system
   l) Study Skills

3. **Consultation** process may involve the teachers, counsellor, administrator, parents and/or other resource personnel and may focus on such concerns as:

   a) Program development, scheduling, case conferences, personal and attitudinal problems, teaching approaches, student behaviour, learning strengths and weaknesses, parenting skills, curriculum development etc.

4. **Assessment** in different areas of functioning, e.g., personality, achievement, interest, behavioral, intellectual, aptitude, may include the following techniques:

   a) Individual standardized assessment
   b) Group standardized testing
   c) Behavioral checklists and rating scales
   d) Projective techniques
   e) Interviewing

f) Sociometric
g) Collating information and reporting findings

5. **Information Services** may be provided for:

a) Students (e.g., occupational, educational, senior high programme, post-secondary institutions, personal/social issues, drug and alcohol abuse, leisure activities, volunteer work).

b) Teachers (e.g., appropriate student data, physical and emotional disorders, occupational and educational information, standardized tests, community support services).

c) Parents (e.g., credit system, post-secondary alternatives, community support services).

6. **Research** may be conducted in such areas as:

a) Studies on student placement, work study
b) Follow-up on school dropouts
c) Evaluation of computer-assisted guidance
d) Needs assessment
e) Other

7. **Referral** services may include:

a) Receiving referrals
b) Making referrals
c) Follow-up on referrals
d) Guest speakers on selected topics

8. **Clerical Duties** to support the administrative aspects of guidance may include:

a) Maintaining personal notes
b) Updating cumulative records
c) Writing reports (test and non-test)
d) Letters of recommendation
e) Marking and scoring tests, evaluation forms, etc.
f) Purchase of office materials; ordering of supplies

9. **Program Evaluation** may include the following:

a) Consulting with teachers, parents, administrators, students
b) Determining and reviewing program objectives
c) Development of evaluation scheme
d) Measurement of objectives
e) Feed-back and revision of program

10. **Guidance Curriculum**

As prescribed by the Department of Education.

Other Program Considerations

1. **Program Differences at the Primary, Elementary, Junior and Senior High Levels**

The model for the development of a guidance program endorsed by the Department of Education is one that is needs based. This means that while the Aims of Guidance and the model for development and delivery will be the same for all grade levels, the needs, objectives, and strategies will differ. Therefore, the school guidance program must reflect the developmental needs of students as they move through the education system. In the primary grades the emphasis may be on the first two aims--to foster the development of self-understanding and sense of self-worth and to assist students in understanding and relating effectively to and with others. In senior high, a guidance program may focus more on problem solving skills, educational and occupational alternatives and the development of effective life management skills. Please see Table 1 for further examples of program differences.

2. **Sex Equity**

> "It is the policy of the Department of Education that all students, both female and male, at all levels of the educational system, shall have equal opportunities to take advantage of the full offerings of the school, both curricular and extra-curricular; shall receive full and unbiased encouragement to do so; and shall not be subjected to discrimination on the basis of sex."
>
> Policy Statement on Equality of Opportunity for Females and Males in Education.

A school guidance program should reflect the changing roles of men and women in society and foster an awareness of the right to equal opportunity for both sexes to grow and develop as complete individuals without bias or prejudice in all areas of life. All students should be provided with unbiased information and encouragement in the area of opportunities for further education, training, and career choices from among alternatives that include the non-traditional. It is further recognized that the guidance program should aim to increase awareness of sex role stereotyping, the changing nature of men and women's roles in the work force and the goals of employment equity.

3. Exceptional Students

Exceptional student means a student whose behavioral, communication, intellectual, physical or multiple exceptionalities representing the full range of abilities from the most gifted to the most handicapped are such that he/she is considered to need a special education program by the program planning team of a school. In the provision of special education programs and services, guidance counsellors, as members of the program planning team, shall provide counselling services to meet the personal, social, educational and career planning needs of exceptional students. Exceptional students may need additional assistance in: acquiring a knowledge of their rights; school program and career alternatives available to them; learning to cope with their exceptionality; and developing a sense of self-worth.

4. Cross-Cultural Counselling

Counsellors and other staff share the responsibility for helping all students become aware of their own individual identity and cultural heritage and understand and respect the heritage of others.

In particular, counsellors serving students from other countries and/or native students should have an understanding and respect for their cultural heritage and be sensitive to the dynamics of cross-cultural counselling. This reinforces the need for a highly perceptive and sensitive counsellor who can communicate the warmth, empathy, understanding and genuineness needed to work effectively with these children.

TABLE II

EXAMPLES OF PROGRAM DIFFERENCES AT THE PRIMARY, ELEMENTARY, JUNIOR, AND SENIOR HIGH LEVELS

AIMS	PROGRAM OBJECTIVES			
	PRIMARY	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
	In order that they may achieve these aims, students shall be given the opportunity to:	In order that they may achieve these aims, students shall be given the opportunity to:	In order that they may achieve these aims, students shall be given the opportunity to:	In order that they may achieve these aims, students shall be given the opportunity to:
AIM 1				
To foster the development of self understanding and sense of self-worth.	understand one's place and importance in the home and at school	understand the evolution of self-concept	understand the changing nature of self-concept	identify and describe characteristics they appreciate in themselves
AIM 2				
To assist students in understanding and relating effectively to and with others.	develop ways to show positive feelings	recognize that feelings and emotions are shared by all but may be expressed differently	explain the importance of friendship with peers and describe the qualities they value in relationships with others	assess and evaluate current social and family relationships
AIM 3				
Encourage the development of problem solving skills that can be applied in personal/social, educational and occupational areas in life.	recognize that they make simple decisions or choices	learn that there are many ways to solve problems	understand the steps in the decision making process	use problem solving skills when making a decision
AIM 4				
To provide students with knowledge and understanding of educational and occupational alternatives.	develop an understanding of "work" and work roles at home, school and in the community	develop a greater awareness of how one's activities and interests relate to occupations	understand the meaning of terms such as career, occupation, work, job	identify and use different sources of information about occupational alternatives

AIMS	PROGRAM OBJECTIVES			
	PRIMARY	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
AIM 5				
To promote an understanding of the impact of rapid changes in society and the need for development of effective life management skills.	understand the concept of change	imagine different possibilities of what the world will be like in 20 years	explain ways in which they may have to change to fit a career in the future	understand the need for flexibility in life roles and choices
AIM 6				
Respond to students' need for counselling/assistance with problems which may hinder educational progress, career development, personal/social growth.	participate in individual, group, or peer counselling	participate in individual, group, or peer counselling	participate in individual, group, or peer counselling	participate in individual, group, or peer counselling
	In order to achieve this aim, the guidance program should:	In order to achieve this aim, the guidance program should:	In order to achieve this aim, the guidance program should:	In order to achieve this aim, the guidance program should:
AIM 7				
Provide consultation, support and liaison services to other members of the guidance team so as to assist students in their development in the above areas.	provide information to parents/teachers on child development	provide information to parents/teachers on child management	provide parent/teacher orientation sessions on senior high program	provide parent/teacher sessions on career and post-secondary alternatives

(b) **PREPARATION**

Assessment of School Guidance Needs

For the school or school districts planning to establish or improve an existing guidance program, it is necessary to first identify the needs of the people involved: students, teachers, administrators, parents and community. An assessment of school guidance needs allows a school guidance team to set priorities based on objective data and to clarify goals and objectives. In this section general guidelines for assessing those needs are presented. In addition, samples of specific needs assessment materials are provided in Appendix B.

1. **Student Needs**

The primary consideration of a guidance program is the developmental needs of children. The Aims of Guidance recognize certain general needs that students have in common:

- need for development of self-understanding and sense of self-worth.
- need for skills in understanding and relating effectively to and with others.
- need for problem solving skills.
- need for knowledge and understanding of educational and occupational alternatives.
- need to understand rapid changes in society and to develop effective life management skills.
- need for counselling/assistance with problems which may hinder educational progress, career development, personal/social growth.

For program planning purposes, however, more specific needs statements are required. To identify specific student needs in the area of guidance and counselling services (Individual/Group Counselling, Group Guidance, Assessment, Information Services, Referral) several sources should be consulted to increase reliability and validity.

- Students

  This group can tell you what they need as a group and as individuals.

- Professional Judgement

  Qualified school counsellors have developed an awareness of student needs in guidance through training, observation and experience.

- School Guidance Team

  Teachers, administrators and parents will have their own perceptions of student needs.

- School and Community Records

  Demographic data from the community (socio-economic mix) and school may suggest possible areas of need.

- Related Literature

  Recent literature and professional journals may provide additional information on student needs.

- Research

  All of the above sources may be used to create items for a needs assessment questionnaire to be administered to students. Needs assessment refers to the process of determining and documenting any discrepancy that exists between "what is" and "what should be". One end result of this procedure is a "needs statement" that identifies: desirable objectives (what should be); the present level of attainment of these goals (what is); and the differences between these.

  A number of ready-made instruments are available but these often do not relate to the specific school situation. Therefore, instruments or checklists designed or modified by the school guidance team may be more useful.

  Samples of needs assessment questions and checklists are found in Appendix B. These samples are not definitive and may be modified or expanded for use in specific school settings. The use of a questionnaire or checklist reviewing student, school and community needs will allow the guidance team to check the accuracy of their perceptions against data collected from these sources. A needs assessment allows a school to make program changes which focus on reducing or eliminating the gap between desired objectives and the present level of attainment of these goals. Regular review should be conducted to respond to ever changing conditions and to identify

current student needs for program development and planning.

2. **Needs of Others**

While students are the main focus of the guidance program, the needs of all those involved in the educational process should be considered. The Aims of Guidance acknowledge these needs in Aim 7, which states that the school guidance program shall:

Provide consultative support and liaison services to other members of the guidance team, e.g., parents, teachers, counsellors, and school administrators so as to assist students in their development in the above areas.

- Educators' Needs

Teacher and School Administration needs may be identified through staff meetings, check-lists or direct individual contact. These needs will likely focus on the Consultation, Information and Curriculum components of the guidance program.

- Parent and Community Needs

Informal or formal meetings of parents may serve to identify or focus attention on their needs in relation to the school guidance program. While parent needs will center on the Consultation and Information components of guidance, they will also have input on the guidance needs of their children.

A review of the components of guidance indicates that the community and society at large is involved and has impact on the guidance program in the following areas: Group Guidance, Consultation, Information, and Referral. The guidance program is often the liaison between the school and post-secondary institutions, elementary and junior high feeder schools, hospital schools, social services agencies, employers, probation officers, constabulary, R.C.M.P., etc. Therefore, the needs of these groups should be considered when developing guidance objectives.

NOTE: **Because of time and resource limitations, it may not be possible to assess all of these groups. If the number of groups is restricted, the needs of students and educators should be addressed first since they are the ones most immediately involved. It is important, however, that each of these groups be assessed at some point in the on-going assessment of needs process.**

Assessing Available Resources

The organization and delivery of guidance services will vary greatly depending upon the availability of personnel, time allocation, facilities and materials. Strategies for meeting guidance objectives cannot be identified until all available resources have been considered.

- Personnel Resources

  A listing of available human resources in its broadest sense should be developed. This inventory may include some or all of the following personnel:

  - Principal
  - Teachers
  - School Counsellor
  - Special Services Personnel
  - Secretarial Support
  - Students
  - Parents
  - Board Office Personnel
  - Department of Education
  - Community Agencies

- Time Available

  The amount of time available to implement the guidance program is of great importance. In assessing time the following factors must be considered:

  - availability of school counsellor
  - ratio of counsellor to students
  - amount of time counsellor is available to school
  - availability of other school personnel
  - amount of guidance curriculum time
  - teaching and extra curricular assignments
  - length and scheduling of students' day

- Facilities Available

  Delivery of a guidance program will be influenced by the type of facilities available. A listing of facilities may include:

  - private counselling offices
  - reception area
  - information and display area with display boards, bookshelves, filing cabinets
  - group guidance or conference room
  - access to typewriters, duplicating facilities, audio-visual equipment, computer

- office space for itinerant specialists
- storage area
- space for secretarial staff

- Materials

Resources used for specific strategies may be adapted by the individual school counsellor. It is common practice for counsellors to use several published resources and modify them to the particular school setting. However, the following is a suggested list of types of materials and supplies used in guidance:

- basic office supplies
- inventories of tests
- guidance--related instructional materials
- up-to-date occupational, educational and financial aid information
- current labour market and trends information
- computer hardware and software
- games and simulations for personal, vocational and educational development
- films, videotapes, slide/tape presentations of guidance related concerns.

For further clarification of how these resources impact on the guidance program, see Operational Considerations, pages 33-37.

(c) PROGRAM PLANNING

When information concerning the needs of the various constituent groups and available resources has been collected an analysis of this information will yield need statements. These need statements may be prioritized by considering the following:

- degree of need
- cost in terms of money, time, personnel, materials - to meet the need

One should also consider the costs if these needs are not met. Identified needs can be categorized and arranged in order of importance, to reflect individual, group, and/or grade level needs. When this task is completed, it will then be possible to begin the program planning process--determining program objectives, strategies, resources, and expected outcomes - for each need statement.

Objectives

Objectives are statements based on one or more identified needs and describe a single desired outcome. Each objective statement should be operational and include: when and what is being done to whom and how much.

Strategies

The strategy component outlines specifically how an objective is to be implemented i.e. time, place, number of participants, techniques and delivery systems to be used. Delivery systems include individual/group counselling, group guidance, curriculum, referral, consultation, information services, and assessment. Strategies for meeting guidance objectives cannot be identified until all delivery systems and available resources (personnel, time, facilities and materials) have been considered.

Resources

This component identifies the content used in implementing the objectives and usually entails listing the learning materials available to the counsellor and/or school. It may also include human resources available in the community such as guest speakers for career day or police officers for information and sessions on drug abuse.

Expected Outcome

The expected outcomes are ways of stating the objective in measurable terms and determining the worth of a particular strategy. Expected outcomes include criteria which will determine the degree to which an objective has been achieved.

The guidance team can evaluate an activity by applying one or more of the following criteria:

Did the students receive the proposed program?
What was the response of the recipients?
Was there a measurable effect on the recipients?

This type of evaluation will allow the guidance team to decide which programs and/or strategies are the most effective and to adjust the program accordingly.

Students Needs, Objectives and Outcomes can generally be organized into the following areas

Self-Knowledge refers to an awareness of personal attributes, behaviour patterns, values, interests, strengths, weaknesses, beliefs and attitudes.

Communication Skills and Inter-personal Relationships refers to an ability to understand and relate effectively to others.

Career Development involves an ongoing plan of activities and experiences intended to increase a person's knowledge of self, occupations, training paths, lifestyles, job search skills, and problem solving strategies. Work, family, leisure and community roles are considered interrelated aspects of career development.

Educational Planning refers to that portion of guidance and counselling services that concerns schooling and to the sequence and choice of educational programs throughout life.

Learning and Study Skills are an integral part of a person's educational experience. The guidance program should address students' need for an opportunity to develop skills that will allow them to reach their potential.

Human Development identifies the need to deal with all facets of a student's growth and development.

Social Awareness refers to the need to be aware of social roles, the history of these roles and their changing nature. Issues related to race, sex and age may be dealt with experientially, as well as, cognitively.

These student outcomes may be addressed by the guidance program in a variety of delivery systems including: individual counselling, group counselling, group guidance, curriculum, referral, consultation, information services and assessment. The specific delivery system used to achieve a particular outcome will depend on the desired outcome, the expertise of the guidance team and the available resources. The following grid represents

the specific guidance delivery systems used to achieve desired student outcomes.

GUIDANCE PROGRAM OVERVIEW

DELIVERY SYSTEMS

STUDENT OUTCOMES	Individual Counselling	Group Counselling	Group Guidance	Curriculum	Referral	Consultation	Information Services	Assessment
Self Knowledge								
Communication Skills and Interpersonal Relationships								
Career Development								
Educational Planning								
Learning and Study Skills								
Human Development								
Social Awareness								
Other								

Examples

The following examples demonstrate the program planning process -- the identification of an objective, the strategy to be used in meeting that objective, the resources needed, and the expected outcome.

Example 1

Objective

Each year all Grade 9 students will have received 25 hours of

instruction relating their interests, abilities, aptitudes and achievement to career opportunities.

Strategy

The curriculum provides for a guidance module of 25 instructional hours and in these scheduled guidance classes lectures, discussions, group work and individual assignments will be used to develop self and career awareness.

Resources

1. Curriculum guide
2. Resource book for guidance
3. Career Information Centres
4. Career Day
5. Interest inventories (Self-Directed Search)
6. Choices Jr.

Expected Outcomes

1. All students will have a better understanding of their interests, values, abilities and achievements.

2. All students will be able to identify career areas which are compatible with their interests, abilities and achievement.

3. All students will be able to locate occupational information.

4. Students will have a better understanding of senior high graduation requirements and entrance requirements to post-secondary educational or training programs.

Example 2

Objective

In May and June of each year, parents will have the opportunity to be involved in a school orientation program.

Strategies

1. By June 7 all parents of incoming Grades 7 and 10 students will be made aware of an orientation program through special invitations and advertisement of it in the school and feeder school newsletters.

2. The school administrator will organize and chair the meeting, and present the philosophy of the school.

3. The guidance and counselling department will describe its services.

4. Any parent concerns or questions will be answered by administrators, counsellors and teachers.

Resources

1. Slide program describing the school
2. Invitations to orientations sent to parents
3. Guidance and Counselling pamphlet

Expected Outcomes

1. One hundred percent of parents of incoming Grades 7 and 10 students will be informed of an evening school orientation program.

2. The number of parents initiating direct contact with school counsellors will increase.

Example 3

Objective

Throughout the school term all students will be aware of and have ready access to individual counselling for personal problems which cannot be resolved in a group guidance situation.

Strategies

1. Individual counselling time will be built into the school counsellor's schedule.

2. A student self-referral system which recognizes the teacher's authority over instruction time will be established in consultation with students, teachers and administration.

3. An appointment system will also be established.

Resource

The selection and implementation of a specific counselling model and appropriate techniques will vary according to the counsellor's skills and the student's needs.

Expected Outcome

Within a school year 10 percent of the student population will use this service.

Example 4

Objective

The students will develop an understanding of "work" and work roles at home.

Strategy

As a classroom activity the students will identify and role-play six common jobs or responsibilities that grade one students have at home.

Resources

1. 30 minutes of class time
2. Counsellor or classroom teacher to lead discussion and role-play
3. Chalkboard and chalk

Expected Outcome

Students will learn that every person regardless of age has responsibilities or work to do.

PROGRAM ORGANIZATION AND DELIVERY

(a) ROLE DESCRIPTIONS

Department of Education

At the provincial level, the Department of Education shall:

- Provide policy direction regarding guidance programming.
- Assist school board personnel in developing and evaluating guidance programs.
- Develop guidance curriculum.
- Serve as a clearing house for information on guidance programs, resource materials, relevant journal articles, test and career information.
- Liaise with other provincial government departments, educational institutions and outside agencies relating to guidance concerns.
- Plan provincial activities and design materials for specific events such as Canada Career Week.
- Conduct research in selected guidance areas and report back to the counsellors and interested school personnel.
- Provide in-service programs and workshops for co-ordinators, counsellors and/or teachers with regard to department policy, and current issues in guidance, counselling, and career development.
- Develop or assist in the development of suitable resource materials for guidance, counselling and career education programs.
- Coordinate guidance activities with other Department initiatives.

The School Board

The school board should establish district guidance policy and guidelines based on local needs and in keeping with provincial policy. The school board should then ensure that policy is carried out and is subject to periodic evaluation.

The Superintendent

Superintendents should be cognizant of the value and

philosophy of guidance. To foster the development of effective guidance programming superintendents should:

- Be aware of the guidance needs of their district and direct available resources to fulfilling these needs.
- Ensure that local objectives and priorities within the provincial policy and guidelines are determined.
- Ensure overall coordination of guidance services.
- Ensure the employment of qualified counsellors.
- Ensure the provision of inservice training focussing on guidance practices and activities.
- Evaluate through the administrative leadership in schools the quality of guidance programming.

District Coordinator of Guidance

This position will be designated by the superintendent and may be a program coordinator, assistant superintendent or other school board personnel. The roles of the coordinator will vary depending upon the size of the school district, but in general the coordinator should:

- Assist in the development of district policy, guidelines and programs.
- Coordinate, monitor, and assist with evaluation of guidance program based on district and provincial policy and guidelines.
- Disseminate information to counsellors and administrators.
- Provide in-service for counsellors and other members of the guidance team.
- Establish a school district guidance committee.
- Liaise between the school and community services.
- Consult with administrators and counsellors to ensure provision of adequate resources in terms of facilities, materials, personnel, time and budget.

The Principal

The role of the principal is critical in setting a caring, nurturing atmosphere in the school and in providing the

leadership necessary for a team approach to guidance. To promote an atmosphere which will foster the aims of guidance, a principal should:

- Provide leadership for the implementation of provincial and district policies and guidelines and have on file a written program for guidance based on those policies.
- Ensure development and delivery of an effective guidance program based on the needs of the school.
- Establish and coordinate a guidance advisory committee (see page 31-32).
- Arrange for and cooperate with the necessary in-service development of the staff members responsible for the delivery of the program.
- Assist in evaluating and revising the guidance programme at regular intervals.
- Provide for the development of an appropriate referral system for students with special needs.
- Provide adequate support in terms of leadership, facilities, materials, personnel and time.
- Ensure that needs, objectives and activities of the guidance program are communicated to the school board, board office personnel and public.

The Guidance Counsellor

The counsellor is the central figure in providing guidance and counselling services to students, parents, staff and community agencies. As a member of the guidance team, the counsellor should assume the following roles depending on the needs of these groups:

Students

- Promote individual/group counselling and group guidance in the educational, career and personal/social areas.
- Establish and maintain a guidance resource centre with current information necessary for program delivery.
- Assist with the referral of students and/or families to appropriate services and community agencies.
- Assist in the identification of students with special

needs and in the development of programs appropriate to their needs.

- Help students assess their personal strengths as they relate to their academic potential, special aptitudes and interests.

- Help students learn and practice behaviour that leads to improved interpersonal relationships with teachers, peers, parents, and others.

- Conduct the diagnostic and prescriptive assessment of individual students.

- Assist students and their parents in making educational decisions and plans to meet the student's present and future needs.

- Assist in the transition process - elementary/junior high/senior high/post secondary.

Administrators

- Assist the principal and other appropriate staff in planning and delivering a guidance program based on provincial and district policy.

- Participate in the on-going evaluation and revision of the guidance program.

- Coordinate the delivery of guidance and counselling services to all students in the school in consultation with the administrator and other members of the guidance team.

- Provide leadership in organizing special school-wide events such as Career Week and orientation activities.

- Carry out administrative tasks necessary for the effective delivery of the guidance program.

- Participate in research and follow-up activities related to the school program.

Teachers

- Encourage and assist all staff to integrate identified guidance objectives into their classes.

- Share professional expertise with staff, parents, and community.

- Serve as a resource person to teachers in the delivery of the guidance curriculum and career education components of the senior high program.

- Consult with teachers in the interpretation of assessment results.

- Work with the classroom teacher in the management of students exhibiting emotional/behavioral, learning, and/or motivational difficulties.

Parents and Community

- Consult with parents in the interpretation of assessment results.

- Liaise with feeder schools and post-secondary institutions.

- Consult with other agencies involved in assisting students.

- Cooperate with other educational agencies in the supervision of student interns.

- Inform parents of the components of guidance services.

The Teacher

The Aims of Guidance can be achieved only when it is understood that all school staff have responsibility for the educational, personal and social development of students. For guidance to be an integrated part of the school, teachers must accept and be committed to their role as a member of the guidance team. In order to contribute to the successful implementation of the Aims of Guidance, the teacher should assume the following roles depending on the needs of the school:

- Assist with the development and delivery of the guidance program in the school.

- Assist students in developing and maintaining a positive self-concept and good social relationships in the classroom.

- Implement the career education component of senior high subject guidelines within their disciplines.

- Participate in case conferences.

- Respond to students' need for assistance with problems

which may hinder educational progress, career development or personal/social growth.

- Identify and refer students with special needs.
- Participate in in-service designed to promote the effectiveness of the guidance program.
- Adapt instructional methods to different learning styles and needs.
- Consult with parents and the counsellor to develop a better understanding of student behaviour and needs.
- Teach the guidance components of the curriculum as prescribed by the Department of Education.
- Incorporate the aims and objectives of the guidance program into the classroom.
- Participate in the orientation of students.
- Assist with public relations for the school guidance program.

The Student

Although the guidance program is developed primarily to serve the needs of all students, many students may choose to assume some responsibilities for the delivery of that program. These could include:

- Learning about guidance services, using them and encouraging others to do so.
- Serving as a representative on the guidance advisory committee.
- Participating in conferences with teachers, counsellors and parents.
- Peer counselling and tutoring.
- Accepting responsibility for their educational, personal/social and career decisions and the outcomes.
- Assisting in setting up and maintaining guidance resource centre.
- Helping organize special events such as Career Day/Week.

The Parents

Parents should be encouraged to take an active interest in the development of their child and to become involved with and support the guidance program. They may do so by:

- Learning about guidance services and encouraging their children to use them.
- Serving as members of the guidance advisory committee.
- Communicating with school personnel on a regular basis.
- Participating as guest speakers.
- Participating in Career Days.
- Serving as models for job shadowing.
- Cooperating with the work of the school when attempts are made to provide services for their child.
- Providing feedback on the effectiveness of the guidance program.

The Community

As indicated in the potential components of guidance, the community is involved in the guidance program in: Group Guidance, Consultation, Information and Referral. The community, which includes such groups as post-secondary institutions, hospital schools, hospitals, social services, employers, probation officers and police can provide:

- Direct services i.e. social and family services, service clubs, recreation, mental health facilities.
- Guest speakers.
- Locations for field trips, work experience, job shadowing.

The Guidance Advisory Committee

In keeping with the premise that the delivery of a school guidance program is a shared responsibility, all members of the school staff are considered to be the guidance team. To coordinate this team, the principal may establish a guidance advisory committee. The composition of this advisory committee, under the leadership of the principal may include the school counsellor, teachers, student, parent group, and community representatives.

The school advisory committee may assist the school guidance team with:

- Identification of student, educator, parent and community needs.
- Identification of available resources.
- Development of objectives and strategies and a written guidance program based on provincial and school district policy and guidelines.
- Development of comprehensive guidance services and resources.
- Coordination of services.
- Evaluation of the guidance program.

(b) OPERATIONAL CONSIDERATIONS

(a) Personnel

A listing of personnel with responsibilities for delivery of any aspect of the guidance program has been outlined in the previous section. The level of effectiveness of the guidance program will be dependent on the availability of a school counsellor, the amount of counsellor time allocated to the school, and the professional background and personal skills of the counsellor.

Each school should have a counsellor as a member of staff. The counsellor would assume responsibility for the provision of counselling, consulting, assessment and the general coordination of program planning, delivery and evaluation in consultation with the principal and the guidance team. In the school with the services of a full time counsellor, it may be possible to develop a complete range of guidance services. In schools with a part-time counsellor a more limited type of program will be developed. Where a counsellor is available on a consultative or referral basis only, a central and vital component of the guidance program will be missing.

Some important personal skills and professional competencies of counsellors.

Professional Background

- An advanced degree with a major in guidance and counselling, psychology or educational psychology or a course of study at the graduate level which is equivalent to one year of university work.
- Specific training in the areas of educational and career counselling, human growth and development, counselling issues and theories, communication skills, observation, and interview techniques and group process skills.
- Training and experience in assessment and educational programming.
- Knowledge of career education, problem-solving skills, research and evaluation techniques.

Desirable Personal Skills

- Demonstrated personal qualities of understanding others, empathy, maturity, integrity and initiative.
- Ability to form positive relationships with students, staff, parents and other members of the community.

- Ability to work cooperatively with others.
- Effective organizational and planning skills.
- Effective communications skills.
- Ability to adapt to a variety of situations and tasks.
- Ability to understand and accept individual differences.

In schools without a counsellor as a member of staff, the nature of guidance programming would depend upon the particular resources, training and experience of the principal and teachers. Maximum utilization of personnel resources will be necessary. The principal can initiate and encourage such activities as informal counselling by teachers, career events, developmental group guidance in problem solving skills, values clarification, study skills and post-secondary visitations.

(b) **Facilities**

Delivery of adequate guidance services will be enhanced by access to the following facilities:

- Counselling office with telephone (privacy and soundproofing are important).
- Reception area.
- Information and display area (may be incorporated into library or reception area).
- Group guidance or conference room.
- Typewriters, duplicating facilities, audio-visual equipment, computer.

(c) **Materials and Supplies**

To provide students with adequate service, the guidance team needs:

- Basic office supplies.
- Inventories of tests.
- Up-to-date occupational, educational, financial aid and labour market information.
- Guidance and counselling related materials.

(d) **Prioritizing Guidance Services**

In the Program Development section, the process for identifying needs and planning the components of a guidance program was outlined in detail. However, with the very real restrictions of time, personnel, facilities and materials available it is often the case that not all of these identified needs and objectives can be met. Therefore, it will be necessary to prioritize needs and objectives taking into consideration the following factors:

- needs and priorities of populations served (students, teachers, administrators, parents and community).
- program differences at the primary, elementary, junior high, senior high levels.
- available resources (facilities, personnel, materials).
- counsellor's time, skills, and training.
- need for preventative and developmental programs, as well as, crisis intervention.
- need for flexibility in daily scheduling for counsellor.

(e) **Scheduling**

A master schedule or chart for the school year should be developed by the guidance team. Careful scheduling to ensure a fair distribution of guidance services across the school year will avoid too much pressure at any one time. As a rule of thumb, a full-time counsellor has approximately one thousand school hours in a school year. With such limits on time availability, the counsellor's plan should be clear before the school year begins.

Developing an individual weekly schedule should allow for a balance between the school's priorities and the need for flexibility in daily scheduling to deal with issues as they arise. It will also allow the counsellor to be proactive and/or developmental in addition to crisis oriented.

Table II is a sample of an annual guidance schedule for an all grade school with a full-time counsellor.

TABLE II

SAMPLE OF SELECTED ACTIVITIES WITHIN AN ANNUAL SCHEDULE FOR AN ALL-GRADE SCHOOL GUIDANCE COUNSELLOR

September	October	November	December	January
Orientation and educational planning for new students	Career awareness lunch hour sessions	Orientation program for Grade IX students & parents to senior high program	Coordination of Teacher Advisor Service for students in senior high course selections	Evaluation of progress of special needs students
*Educational & Personal Counselling	Career exploration lunch hour sessions	Career Day	Continued identification, assessment and program planning for special needs students in home school, and feeder schools	Conclude first term Career Group Sessions
Promotion for volunteers for Student Guidance Council	Educational, career, & personal counselling	Canada Career Week activities in all grades		Study skills Group sessions (drop-in)
Teacher in-service regarding Guidance Program	Self-Awareness classroom program for Grade VIII & IX students	Implementation of Peer Tutoring Service		Peer Tutoring Sessions
Early identification of students with special program needs	Coordinating CTBS Testing program	Continuation of self awareness, career awareness, and career exploration group sessions	Continuation of Career Group Sessions	Individual Career and Personal Counselling
Follow-up & initial meeting of school dropouts	Assessment of learning difficulties & program development for special needs students	Group testing for gifted program	Educational, career, and personal counselling	Finalize course selection for all Grade IX & senior students
Crisis Counselling			Study Skills Group session (drop-in)	
*Teaching Career Education 3101				

February	March	April	May	June
Social Awareness Day for senior high students	Continued psychoeducational assessments	Peer Tutoring Program	Conclusion of all Career Group Sessions	Crisis-Oriented personal counselling
Career, educational, and personal counselling	Peer Tutoring Program	Drug and Alcohol Awareness	Lunch hour Information & Planning Sessions on Student Financial Aid	Finalizing education program plans for special need students for coming year
Peer Tutoring Program	Career & Personal Counselling	Personal and Career Counselling	MUN Interviews	Exam supervison
Psychoeducational assessment	Drug & Alcohol Awareness Sessions for Grade VI-IX students	Study Skills Sessions (Drop-in)	Conclusion of Peer Tutoring Program	Intellectual Assessment of identified & Referred Students for enrichment program
Group testing for enrichment program	Resource Speakers at Career Resource Centre for Senior Students	Career Resource Speakers (lunch hour)	Follow-up of Term II students with program difficulties	Consultation sessions with teachers regarding learning problem students
Resource speakers at Career Resource Centre for senior Groups	Organize & supervise job shadowing placements	Psychoeducational assessments	Conclusion of Study Skills Sessions	cleaning off desk
		Organize & supervise job shadowing placements	Open Drop-In lunch hour sessions at Career Resource Centre	
		Drug and Alcohol Awareness		

* Ongoing Activities Throughout The Year.

(f) Ethics and Confidentiality

All information which comes to the attention of the guidance counsellor and/or individuals undertaking to offer guidance and counselling services must be treated with confidentiality and respect. However, circumstances may come to the counsellor's attention that could be detrimental or dangerous to the welfare of the student, the community or society. In such instances, the counsellor should refer to the Guidelines for Ethical Behaviour developed by the Canadian Guidance and Counselling Association (Appendix C) adopted by the School Counsellors' Association of Newfoundland and the Newfoundland Teachers' Association (N.T.A.) Code of Ethics for teacher behaviour.

In cases where individuals have information relating to child abuse or neglect, there is a legal responsibility to report directly to the Department of Social Services. In all of these situations, the counsellor or individual has an obligation to inform the student of any actions that are being considered or must be followed.

Members of the guidance team should become familiar with and behave in accordance with these guidelines for ethical behaviour, as well as, any school district policy on ethics and confidentiality.

EVALUATION OF THE GUIDANCE PROGRAM

Evaluation is a critical step in the process of developing a school guidance program. The purpose of evaluation is:

- to provide data to assist in making decisions about the design and improvement of the school's guidance program.
- to assist members of the guidance team to better understand their roles in guidance and to improve their practices and techniques.
- to provide objective information concerning the objectives, strategies, outcomes, accomplishments and needs of the school guidance program.

As stated earlier in the Program Development section, expected outcomes are ways of stating guidance objectives in measurable terms, as well as, a method of determining the worth of a particular strategy. They include criteria which will determine the degree to which an objective has been achieved.

The guidance team will coordinate the evaluation process including:

- identifying the program objectives and expected outcomes.
- collecting and organizing information to determine the attainment of these objectives and outcomes.
- assessing the worth of strategies used in the present program.
- assessing the appropriateness of the use of personnel, time and available resources.
- making decisions about future programming directions and improvements.

Several objective and subjective methods exist to appraise the value of school guidance programs including: Surveys, Pretest versus Post-Test Comparisons, Expected Outcomes, External Evaluation, Follow-up Studies and In-Depth Evaluation. The guidance team should select the method(s) most appropriate to their needs and resources.

Surveys

- **Survey of a Particular Aspect of Guidance**

  By means of a checklist with space for written comments, members of the guidance team may evaluate one specific aspect of the program such as group counselling, individual counselling, peer helping, career information, liaison with feeder schools and professional development. This approach is not comprehensive and gives only a partial assessment of the guidance program.

- **Satisfaction Surveys**

  Questionnaires are developed and given to students, parents and staff to assess the degree of satisfaction these groups have with the guidance program.

  The following are a few sample statements in which respondents are asked to indicate to what extent they are satisfied with specific guidance activities.

  Sample Items Only

Activity	Degree of Satisfaction					
	no information available	a little				a lot
Assist students with career planning.	N	1	2	3	4	5
Counsel students who have personal problems.	N	1	2	3	4	5
Provide information to parents regarding educational planning.	N	1	2	3	4	5

- **Pretest Versus Post-Test Comparisons**

  Evaluation based on pretest and post-test comparisons is an objective method used frequently within a service area. Data are collected prior to exposure to a guidance activity and after completion of the activity. These results are then compared. Study skills and career information units may be suited to this form of evaluation.

- **Expected Outcomes**

  Evaluation of the guidance program is an ongoing process as the guidance team implements various activities. The expected outcome for students is explicit and inherent in the written objectives developed by the team. This aspect of evaluation is conducted by members of the guidance team throughout the year and will facilitate decisions regarding the enhancement, continuation or adjustment of specific guidance services or activities.

- **External Evaluation**

  External evaluation is conducted by personnel outside the school to monitor the effectiveness of the school guidance program. This form of evaluation may be conducted by board office personnel.

- **Follow-up Studies**

  Questionnaires and interviews can be developed for use with the general public and former students to determine their perceptions of the effectiveness of the guidance program. This type of study may be used to review the perceived relevancy of guidance, as well as, what happens to students after they leave a counselling program.

- **In-Depth Evaluation**

  This type of evaluation could be conducted every three or four years and would involve a survey of students, recent graduates, dropouts, teachers, administrators, counsellors, parents and representatives from the community.

  The first step in this type of evaluation involves a survey of students, parents, teachers, and administrators based on identified guidance objectives.

  The following are a few sample statements in which respondents are asked to indicate to what extent an activity is needed and to what extent it is being performed in the school:

Sample Items Only

HOW MUCH IS NEEDED?							HOW MUCH IS BEING DONE?						
no information available	a little				a lot	The Guidance Program provides for:	no information available	a little				a lot
N	1	2	3	4	5	student self-referrals,	N	1	2	3	4	5
N	1	2	3	4	5	administrator referral of students,	N	1	2	3	4	5
N	1	2	3	4	5	teacher referral of students,	N	1	2	3	4	5
N	1	2	3	4	5	parent referral of students,	N	1	2	3	4	5
N	1	2	3	4	5	appropriate referrals of students to services and agencies outside the school.	N	1	2	3	4	5
						Orientation to guidance services for:						
N	1	2	3	4	5	a. prospective students	N	1	2	3	4	5
N	1	2	3	4	5	b. students new to the school	N	1	2	3	4	5
N	1	2	3	4	5	c. teachers in the school	N	1	2	3	4	5
N	1	2	3	4	5	d. parents of students, and	N	1	2	3	4	5
N	1	2	3	4	5	e. community agencies	N	1	2	3	4	5

Please name your school _____

and circle your position: Administrator, Teacher, Counsellor

A section for written comments allows the respondents to express any concerns and suggestions not covered by the survey.

Once the survey has been completed, the results are summarized and a report is written by the Guidance Advisory Committee for the principal and/or school board.

As a follow up, the various groups that participated in the survey should be informed of the final results and of the steps being taken for improving the program.

Checklist

Checklists may be developed to determine whether or not minimum components with the guidance program exist. This type of checklist would be used by the principal or guidance advisory committee to assess whether or not their program meets provincial minimum standards. A sample checklist is provided in Appendix D.

CONCLUSION

Guidance is an integral part of the education process "by which human beings are enabled to achieve their fullest and best development both as private individuals and as members of human society". Therefore, school districts must develop effective guidance programs that meet the educational, career, personal/social needs of all students. This document presents a policy statement, guidelines and a procedural model that can be used by administrators, teachers, and counsellors to develop such a program.

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APPENDIX A

AIMS OF PUBLIC EDUCATION FOR NEWFOUNDLAND AND LABRADOR

APPENDIX A

AIMS OF PUBLIC EDUCATION FOR NEWFOUNDLAND AND LABRADOR

A. Education is the process by which human beings are enabled to achieve their fullest and best development both as private individuals and as members of human society.

B. We believe that best and fullest development can be achieved only in a Christian democratic society and that the aims of education, both general and specific, must be conceived in harmony with such a belief.

C. We believe that those who have achieved their fullest and best development as individuals are those who, to the best of their ability,

(a) are possessed of a religious faith as maintained and taught by the church of their affiliation (Spiritual: religious training and exercises);

(b) are possessed of a sense of moral values, based on a belief in, and an earnest endeavour to practice and exemplify in their daily living, the virtues, both spiritual and moral, affirmed by their religious faith (Moral: religious training and general moral precept and example):

(c) are so developed and matured mentally and emotionally as to be able to live sanely, happily and satisfyingly, in harmony with themselves and their individual circumstances both inherited and acquired (Mental-Emotional: a wholesome mental and emotional environment);

(d) have minds whose critical and other faculties are so developed and trained as to enable them to cope successfully with the varied problems and situations that they may be expected to encounter (Mental-Intellectual: practical training and situations conducive to this end);

(e) have knowledge, understanding, and appreciation of their human heritage, in all its principal aspects (aesthetic, scientific, economic, political, etc.), as well as a desire to make a positive contribution to it, and a knowledge and appreciation of the natural environment in which the human scene is set (Intellectual-Cultural: specific training and study in the Arts, Sciences, and the Humanities);

(f) have learned to occupy their leisure hours in keeping with their personal interests and capacities, and in a

manner which is consistent with their moral and social duties, and other attributes listed here (Cultural-Recreational);

(g) are possessed of physical health, and a knowledge of, and respect for, their physical bodies; as well as a desire, and a knowledge of how to take care of them and their functions (Physical: a healthy environment, and specific training to this end);

and (h) - by way of summary - are those in whom the attributes and acquirements listed in sub-paragraphs (a) to (g) are harmonized and related in an all-round personality, whose "growth in wisdom and stature" is accompanied by "growth in favour with God and humanity".

D. "In favour with humanity" introduces the second aspect of our definition of education. For, while insisting upon the individual importance and worth of all human beings as such, and the necessity of their preserving their individuality and identity, as well as upon their right to the fullest and best development of which they are capable as individuals, we recognize that in actual fact they are members of human society. Therefore, a primary function of education must also be to enable individuals to achieve their fullest and best development as members of that society. But, in both capacities, or aspects of life, they are, of course, the same person. Thus, what they are as members of society will depend largely upon what they are as private individuals, and what they are as private individuals will depend largely upon what they are as members of society. It is, therefore, self-evident that persons who have reached their best and fullest development as members of society are those who bring to all social relationships, both private and public, the personal attributes and acquirements outlined above.

We also believe that, in addition, these persons are those who:

(a) are possessed of other qualities, bearing more specially on their social relationships, that may not be though of as included in the various subdivisions of paragraph C, such as sympathy, courtesy, tolerance, dependability, recognition of the rights of others, the ability to cooperate, assume responsibility etc. (Social-General: a general environment as well as practical training and situations conducive to these ends);

(b) have a lively sense of their rights and responsibilities as citizens, based on an understanding and appreciation of the various organizations and institutions of the community -- municipal, provincial, national and international (Social-Civic: practical training and situations conducive to these ends);

(c) have acquired the knowledge and skills of a profession, trade, or occupation that makes a necessary contribution to society; are impressed with the dignity and honorableness of labour; and are imbued with a sense of their responsibilities to their professions, fellow-workers, and the public they serve (Social-Vocational: practical training and situations conducive to these ends).

APPENDIX B

SAMPLE NEEDS ASSESSMENT INSTRUCTIONS

APPENDIX B

SAMPLE 1

SURVEY RE GUIDANCE SERVICES

The staff is currently reviewing the programs and services offered to students in this school. The purpose of this survey is to obtain information from you which will help us to provide better services for students.

On the following pages, is a list of statements which describe a wide variety of areas in which students often want to increase their knowledge and awareness or develop their skills. Some statements will describe activities or services already offered by the school and some statements will describe areas not included in current school programs. You will not likely feel that each area is equally important for your personal growth and development. Some areas will be more important to you than others. We would like to know how important each area is for you and how much knowledge you have about the area now. Those areas which students think are important and about which they have limited knowledge will provide some guidelines for us as we plan future programs.

Please read each phrase carefully and then answer the following two questions:

	How important is it for you to have knowledge or skills in this area?					To what extent do you have knowledge or skills in this area now?				
	Not At All Important		Average Importance		Very Important	Not At All		To Some Extent		To a Great Extent
Understanding why I behave the way I do	1	2	3	4	5	1	2	3	4	5
Knowing what information to seek in developing a career plan	1	2	3	4	5	1	2	3	4	5
Knowing how to make better use of my free time	1	2	3	4	5	1	2	3	4	5
Learning to make decisions about my future	1	2	3	4	5	1	2	3	4	5
Learning why I react to others the way I do	1	2	3	4	5	1	2	3	4	5

SAMPLE 2

SURVEY RE GUIDANCE SERVICES

Please indicate your sex: Male ( ) Female ( )

GRADE: 10 ( ) 11 ( ) 12 ( )

The school staff is currently reviewing the programs and services they offer to students and would like your ideas and opinions.

On the following pages is a list of statements which describe areas in which students often want to increase their knowledge and awareness or develop their skills. Some statements will describe activities or services already offered by the school and some items will describe areas not included in current school programs. You will not likely feel that each area is equally important for your personal growth and development. Some areas will be more important than others.

Please read each statement carefully and then answer the following two questions:

	How important is it for you to develop your knowledge or skills in this area? Very Important				Not at All Important	How well is this service provided in your school? Excellent				Not Provided
I would like to learn some skills that could help me relate better to others.	1	2	3	4	5	1	2	3	4	5
I would like to learn to accept myself for who I really am.	1	2	3	4	5	1	2	3	4	5
I would like to explore my own interest areas.	1	2	3	4	5	1	2	3	4	5
I would like to discover the kind of job that gives me satisfaction.	1	2	3	4	5	1	2	3	4	5

SAMPLE 3

GUIDANCE DEPARTMENT SURVEY

1. Grade Level: 1 Grade 10
   2 Grade 11
   3 Grade 12

2. Sex: 1 Male
   2 Female

The following questions list a number of services that might be offered by a senior high school guidance program. They fall into three main areas, Education, Career, and Personal-Social Counselling. We are interested in the importance you attach to each service. Please read each statement carefully and respond on the five-point scale provided. The scale ranges from 1, "least Important" to 5, "most important", and you should respond with the rating which best describes your feelings with regard to each statement.

<u>Section A: Education</u> (Sample Questions Only)

I feel my needs would be <u>best</u> met if counsellors ...

	(least)				(most)
1. Helped me to understand school rules and regulations.	1	2	3	4	5
2. Taught me skills to help me study.	1	2	3	4	5
3. Taught me examination writing skills.	1	2	3	4	5

<u>Section B: Career</u> (Sample Questions Only)

I feel my needs would <u>best</u> be met if counsellors ...

	(least)				(most)
4. Provided information about part-time jobs and summer jobs.	1	2	3	4	5
5. Provided information about careers and occupations such as educational requirements, job descriptions, salary, opportunities, etc.	1	2	3	4	5
6. Helped me to decide on a suitable post-graduation plan.	1	2	3	4	5
7. Told me where to find information about jobs.	1	2	3	4	5

Section C: Personal/Social (Sample Questions Only)

I feel my needs would **best** be met if counsellors ...

		(least)				(most)
8.	Helped me to develop personal communication skills.	1	2	3	4	5
9.	Helped me to develop decision-making and problem solving skills.	1	2	3	4	5
10.	Helped me to understand myself.	1	2	3	4	5
11.	Assisted me in resolving conflicts between myself and others (teachers, parents, friends).	1	2	3	4	5

APPENDIX C

GUIDELINES FOR ETHICAL BEHAVIOUR (C.G.C.A.)

GUIDELINES FOR ETHICAL BEHAVIOUR

PREAMBLE

One of the characteristics of a profession is the existence of Guidelines for Ethical Behaviour which assist its members in keeping their activities within the bounds of accepted standards of preparation and competence. The specification of ethical standards enables a professional association to clarify for its present and future members and to those served by its members, the nature of their professional and ethical responsibilities.

Therefore, these Guidelines for Ethical Behaviour of the Canadian Guidance and Counselling Association are intended as a basis for the conduct of its members engaged in providing guidance and counselling services.

These members are involved in a wide range of activities encompassed in a variety of work settings including education, government, industry and business. This reflects the diversity of the Association's interest and influence. This same diversity also creates complexities which must be addressed in setting standards for ethical conduct of association members.

The Guidelines for Ethical Behaviour are intended to inspire each member to engage in professional behaviour of the highest order. The basic values underlying the Guidelines for Ethical Behaviour are the dignity, liberty and integrity of the persons for whom or on whose behalf services are performed. Ethical principles and guidelines become meaningful only when they are interpreted in the light of these basic values and within the context of the circumstances in which they are applied.

SECTION "A"
GENERAL

1. The maintenance of high standards of professional competence is a responsibility which is shared by all association members.

2. A member exerts appropriate influence to foster the development and improvement of the profession and continues professional growth throughout the member's career.

3. A member expects ethical behaviour of all professional associates who are members of CGCA, at all times. The member is obligated, in situations where information is possessed raising serious doubts as to the ethical behaviour of other members, to take action that is conducive to rectifying these conditions.

4. A member is obligated to be concerned with the degree to which guidance activities of non members represent competent and ethical behaviour. It is a member's responsibility to take appropriate action that is conducive in rectifying unsatisfactory conditions.

5. A member must not seek self enhancement by expressing evaluations or comparisons damaging to other professional workers.

6. A member should not claim or imply professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of qualifications by others.

7. A member providing services for personal remuneration shall, in establishing fees, ensure that fees are consonant with the profession and that they are in accord with charges made for comparable services by other professional persons.

8. Members, in providing information to the public or to subordinates, peers or superiors, have a clear responsibility to see that the information is accurate, unbiased and consists of factual, objective data. The manner of presentation should be conducted ethically and professionally as well.

9. A member has an obligation to ensure that evaluative information about clients will be communicated only to other professionals who are also assisting the client and only upon the express consent of the client.

10. A member shall offer professional services only within the context of a professional relationship. These services may be provided only in a reciprocal or face-to-face relationship. Information services may be offered through the media.

11. Members, in seeking employment, are expected to accept only positions that they are qualified to assume. They should be aware of the established procedure of the employment setting and be prepared to comply with these practices or not accept employment if they are in disagreement.

SECTION "B"
COUNSELLOR COUNSELLEE RELATIONSHIP

This section refers to individual and/or group counselling relationships.

1. A member's primary obligation is to respect the integrity and promote the welfare of the counsellee(s) whether the counsellee(s) is (are) assisted individually or in groups. In a group setting, the member leader is also responsible for protecting the individuals from physical and/or psychological trauma resulting from interaction within the group.

2. The counselling relationship and information resulting therefrom must be kept confidential in a manner consistent with the obligations of the member as a professional person. In a group setting the member is expected to set a norm of confidentiality regarding all group participants' disclosures.

3. Records of the counselling relationship, including interview notes, test data, correspondence, tape recordings, and other documents, are to be considered professional information for use in counselling and they are not part of the official records of the institution or agency in which the counsellor is employed. Revelation to others of counselling material should only occur upon the express consent of the counsellee.

4. Data obtained from a counselling relationship for purposes of counsellor training or research shall be confined to only that content that will ensure that the identity of the counsellee is protected.

5. The counsellee should be informed of the conditions under which counselling assistance may be received at or before the time the counsellee enters such a relationship. Particular care should be taken in the event that conditions exist about which the counsellee would not likely be aware. In individual or group situations the member-leader is obligated to make clear the purposes, goals, techniques, rules of procedure, and any limitations that may affect the continuance of the relationship.

6. The member has the responsibility to screen prospective group participants. The member should maintain an awareness of the group participants' compatibility throughout the length of the group.

7. The member reserves the right to consult with any other professionally competent person about the counsellee. In choosing professional consultants the worker must avoid placing the consultant in a conflict of interest situation. If the identity of the counsellee is to be revealed, it should only be done with the express consent of the counsellee.

8. A member shall decline to initiate or shall terminate a counselling relationship when the member cannot be of professional assistance to the counsellee either because of lack of competence or personal limitation. In such instances, the counsellee shall be referred to an appropriate (professional) specialist. If the counsellee declines the suggested referral, the member is not obligated to continue the relationship.

9. The member who asks or allows a counsellee to reveal personal information in the course of interviewing, testing or evaluation does so only after ascertaining that the counsellee or person responsible for the counsellee is fully aware of the purposes of the interview, testing, or evaluation and of the ways in which the information may be used.

10. When a member learns through a counselling relationship of conditions which are likely to harm others, the member is expected to report the condition to an appropriate responsible authority. If the information has been received in confidence, the member reveals the identity of the counsellee only when there is clear and imminent danger to an individual or to society and then only to an appropriate professional worker or public authority.

11. If counsellees indicate that they are intending to harm themselves, then the member is expected to take direct personal action to inform responsible authorities. The member should consult with other professionals and should only assume responsibility for the counsellee's action after careful deliberation.

12. The member takes into account and shows prudential regard for the social codes and moral expectations of the community within which the member works.

13. A member does not begin a counselling relationship with an individual who is receiving counselling from another professional person until that other professional has been contacted and approval has been obtained. If after entering a counselling relationship the member discovers the counsellee is already in a counselling relationship with another professional person, the member is obligated to gain the consent of the other professional to continue the relationship or terminate the relationship, unless the counsellee chooses to terminate the other relationship.

14. Should a member be engaged in a work setting which calls for any variation from the above principles, the member is obligated to ensure that such variations are justifiable under the conditions and that they are clearly specified and made known to all concerned with such counselling services.

SECTION "C"

MEASUREMENT & EVALUATION

1. Members recognize the limits of their competence and do not offer services, administer tests or use techniques which are beyond their preparation and competence or which fail to meet professional standards established in particular fields.

2. Members must consider carefully the specific validity, reliability and appropriateness of the test(s) before selecting them for use in a given situation or with a particular counsellee.

3. In general, test results provide only one factor of a variety of pertinent data for personnel and guidance decisions. It is the responsibility of the member to supply adequate orientation and information to the examinee(s) so that the results of testing may be placed in proper perspective with other relevant factors. The effects of socioeconomic, ethnic and cultural factors on test scores will therefore have to be recognized.

4. When test results and/or other assessment data used for evaluation are communicated to parents, students, or other appropriate persons, they must be accompanied by an adequate interpretation or by counselling.

5. Psychological test scores (as contrasted to interpreted test results) are released only to persons qualified to interpret and use them properly.

6. When making any statements to the public about tests and testing, care will be taken to give accurate information and to avoid any false claims or misconceptions.

7. Tests should be administered as prescribed in the administration manual. Departures from these procedures are permitted only when conducting research and even here must be in accord with professional standards. Any unusual behaviour or irregularities during the testing session which may affect the interpretation of the test scores, must be fully noted and reported. Unsupervised test-taking or the administration of tests through the mails is unethical. However, the use of instruments that are so designed or standardized to be self-administered and self-scored, such as some interest inventories, is permitted.

8. Psychological tests and other assessment devices, whose value in part depends on their novelty to persons taking them, are limited to persons with the professional interest and competence such that they will safeguard their use. Prior information, coaching or the reproduction of such material will not be condoned.

9. A member has the responsibility to inform examinees about the purposes of testing. The criteria of the examinees' welfare and/or explicit prior understanding with them shall determine who will receive test results.

10. The member must proceed with caution in evaluating and interpreting the performance of minority group members or to other persons who are not represented in the norm group on which the instrument was standardized.

11. Members will not appropriate, reproduce or modify established tests or portions thereof without the expressed permission and adequate recognition of the original author, publisher and copyright holder.

SECTION "D"

RESEARCH AND PUBLICATION

1. The principal researcher is responsible for ethical research practise while others involved in the research activities share ethical obligation and full responsibility for their own actions.

2. Members are responsible for the welfare of all research subjects used. They should avoid causing injurious psychological, physical or social effects on their subjects.

3. All research subjects should be informed of the purpose of the study except when withholding information from them is essential to the investigation. In such cases the member is expected to take corrective action as soon as possible following the research.

4. Human subjects should participate in research on a voluntary basis. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects.

5. A member must conduct the research so as to minimize the possibility of misleading findings.

6. In reporting on the research results, the member must publish a full report mentioning any variables and conditions that might affect the outcome of the investigation or the interpretation of the data.

7. The member has an obligation to collaborate with colleagues by making available original research data to qualified others who may wish to replicate or verify the study.

8. The identity of the research subjects must be disguised unless otherwise authorized by the subjects when the researcher is supplying data from the research to others or in reporting the results.

9. A member has an obligation to give due credit to those who have contributed significantly to the research, in accordance with their contributions.

10. If a member agrees to cooperate with another individual in published research and/or joint authorship of the results, then they are obligated to be punctual in their performance and be responsible for the completeness and accuracy of the information provided.

CGCA acknowledges with gratitude the gracious permission of the American Personnel and Guidance Association to excerpt, modify or adapt parts of its Code of Ethics.

APPENDIX D

SAMPLE CHECKLIST TO DETERMINE EXISTENCE OF MINIMUM GUIDANCE PROGRAMMING

APPENDIX D

SAMPLE CHECKLIST TO DETERMINE EXISTENCE OF MINIMUM GUIDANCE PROGRAMMING

Please check **Yes** or **No**, making any comments you feel necessary. Should any area be checked "no", a follow-up action to determine the reasons and, where possible, alternative solutions should be undertaken.

A. Rationale and Program Developments

	Yes	No	Comment
1. Does a written rationale exist incorporating guidance as an integrated part of the total school system?	—	—	
2. Is the school's guidance program consistent with the Department of Education policy, guidelines and procedures as set out in the policy manual?	—	—	
3. Does the program account for local needs?	—	—	
4. Has the school or school board conducted a local needs survey?	—	—	
5. Is a team approach involving the administration, counsellor, teacher and others evident at the district/ school level?	—	—	

Please list the members:

_____ _____ _____

_____ _____ _____

(Note whether parents are involved)

6. Are personnel identified with specific responsibilities relative to the guidance program?	—	—	

Please list at least 2 of the key personnel and a sample of their responsibilities. _____

_____

_____

	Yes	No	Comments
7. Is the principal identified as team leader for and supportive of guidance?	—	—	
8. Are community agencies involved in the delivery of guidance (e.g. Social Workers, Police, Public Health Personnel)?	—	—	
9. Is a copy of the guidance policy readily available?	—	—	
10. Is a specific budget assigned to guidance?	—	—	
11. Are written ethical guidelines relative to guidance and counselling available to school personnel?	—	—	
B. Service Delivery			
1. Does the program emphasize developmental and preventative aspects as well as crisis intervention?	—	—	
2. Which of the following components are addressed?			
- Educational	—	—	
- Career	—	—	
- Personal Social	—	—	
(Note: All 3 should be addressed)			
3. Do teachers perceive themselves to have a guidance and counselling role? (Spot check a random sample of teachers)	—	—	
4. Is there evidence of communication relative to student strengths and needs between the teachers, counsellors, administrators and parents?	—	—	
5. Is there an area for private student/parent/teacher/counsellor/administrator meetings on student issues?	—	—	

	Yes	No	Comment
Does a referral process exist?	—	—	
Are the following individuals familiar with the referral procedure?			
- teachers	—	—	
- parents	—	—	
- students	—	—	
Are procedures established for referral of specialized cases to outside agencies?	—	—	
Does a professional development program exist that addresses the role of all school members in guidance?	—	—	
Is there evidence that consultation by counsellors is provided to various groups relative to personal/social, career and educational matters?	—	—	
Are qualified counsellors available within the school? district? (Graduate training and experience in guidance and counselling)	—	—	
Are student assessment/ diagnostic procedures documented?	—	—	
Does the school have a policy on a student record system?	—	—	
Is there a system for public communication on guidance?	—	—	
Is there evidence of a school team approach?	—	—	
Are there resources to support the guidance program? (e.g. print materials, AV materials)	—	—	

	Yes	No	Comments
C. Service Evaluation			
1. Is there evidence of a needs assessment for the school/ district within the past 12 months?	—	—	
2. Are outcomes established for students?			
- attendance	—	—	
- behaviour	—	—	
- achievement	—	—	
- student attitudinal measures	—	—	
- feedback loops for school and community members	—	—	
- other _____	—	—	
3. Does a school/district guidance and counselling monitoring plan exist?	—	—	
4. Does a school/district guidance and counselling evaluation plan exist?	—	—	